

INDEPENDENCE ELEMENTARY

132 West Springdale Road
Rock Hill, South Carolina 29730

GRADES K-5 Elementary School

ENROLLMENT 505 Students

PRINCIPAL Mary Chandler 803-981-1135

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Kathy Pender 803-980-5512

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	67	9	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

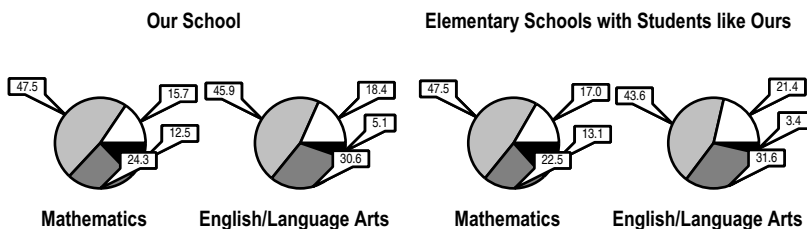
FOR MORE INFORMATION, VISIT WEBSITES AT:




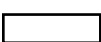
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Below Average	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	78	71
Percent satisfied with learning environment	100.0%	100.0%	97.1%
Percent satisfied with social and physical environment	100.0%	98.7%	82.4%
Percent satisfied with home-school relations	100.0%	98.7%	98.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	276	100.0	18.4	45.9	30.6	5.1	35.7	17.6
Gender								
Male	144	100.0	23.1	44.8	30.6	1.5	32.1	17.6
Female	132	100.0	13.2	47.1	30.6	9.1	39.7	17.6
Racial/Ethnic Group								
White	135	100.0	12.6	46.5	33.9	7.1	40.9	17.6
African-American	92	100.0	24.1	42.5	28.7	4.6	33.3	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	44	100.0	27.0	51.4	21.6	N/A	21.6	17.6
Disability Status								
Not disabled	251	100.0	15.2	47.0	32.2	5.7	37.8	17.6
Disabled	25	100.0	48.0	36.0	16.0	N/A	16.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	276	100.0	18.4	45.9	30.6	5.1	35.7	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	275	100.0	18.4	45.9	30.6	5.1	35.7	17.6
Socio-Economic Status								
Subsidized meals	142	100.0	25.6	51.2	23.1	N/A	23.1	17.6
Full-pay meals	134	100.0	11.9	41.0	37.3	9.7	47.0	17.6

Mathematics								
All students	276	100.0	15.7	47.5	24.3	12.5	36.9	15.5
Gender								
Male	144	100.0	11.9	55.2	20.1	12.7	32.8	15.5
Female	132	100.0	19.8	38.8	28.9	12.4	41.3	15.5
Racial/Ethnic Group								
White	135	100.0	6.3	48.8	28.3	16.5	44.9	15.5
African-American	92	100.0	26.4	40.2	25.3	8.0	33.3	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	44	100.0	24.3	54.1	10.8	10.8	21.6	15.5
Disability Status								
Not disabled	251	100.0	14.3	46.1	26.1	13.5	39.6	15.5
Disabled	25	100.0	28.0	60.0	8.0	4.0	12.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	276	100.0	15.7	47.5	24.3	12.5	36.9	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	275	100.0	15.7	47.5	24.3	12.5	36.9	15.5
Socio-Economic Status								
Subsidized meals	142	100.0	26.4	47.1	21.5	5.0	26.4	15.5
Full-pay meals	134	100.0	6.0	47.8	26.9	19.4	46.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	94	N/A	12.9	44.1	43.0	N/A	43.0
	Grade 4	81	N/A	22.2	50.6	24.7	2.5	27.2
	Grade 5	106	N/A	14.4	58.7	24.0	2.9	26.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	100.0	13.6	36.4	38.6	11.4	50.0
	Grade 4	94	100.0	15.7	53.0	31.3	N/A	31.3
	Grade 5	90	100.0	26.2	48.8	21.4	3.6	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	94	N/A	18.3	50.5	21.5	9.7	31.2
	Grade 4	81	N/A	25.9	44.4	13.6	16.0	29.6
	Grade 5	106	N/A	21.2	46.2	23.1	9.6	32.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	100.0	13.6	47.7	26.1	12.5	38.6
	Grade 4	94	100.0	13.3	51.8	21.7	13.3	34.9
	Grade 5	90	100.0	20.2	42.9	25.0	11.9	36.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 505)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.6%	Down from 0.7%	2.8%	2.4%
Attendance rate	96.1%	Up from 95.8%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.5%	Up from 9.2%	18.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	5.1%	Down from 5.8%	8.2%	8.0%
Older than usual for grade	0.4%	No change	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	51.5%	Up from 51.4%	50.0%	50.0%
Continuing contract teachers	100.0%	Up from 94.6%	90.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.4%	Down from 91.4%	88.3%	86.2%
Teacher attendance rate	N/R	N/R	95.6%	95.3%
Average teacher salary	\$44,322	Up 3.9%	\$40,069	\$39,909
Prof. development days/teacher	10.7 days	Down from 16.1 days	11.0 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio	N/R	N/R	19.2 to 1	18.9 to 1
Prime instructional time	N/R	N/R	90.0%	89.7%
Dollars spent per pupil*	\$5,122	Down 2.0%	\$5,695	\$5,892
Percent spent on teacher salaries*	80.0%	Up from 78.6%	66.5%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Independence Elementary is a Title I school located near the Catawba Indian Reservation and serving a population of 515 students. The goal of our staff is to provide opportunities for children to be challenged academically and personally. In order to accomplish this goal, the teachers participate in frequent staff development throughout the year to strengthen instruction and study current reading and writing practices.

Eleven members of the staff completed the third year of a three-year commitment to the South Carolina Reading Initiative. In keeping with the tradition of working toward becoming an exemplary school in all areas, Independence applied for and received a site visit for the Palmetto's Finest Award. Only two of these awards are granted in the state of South Carolina. For a first year applicant to receive a site visit is a remarkable feat in and of itself. Independence also was named an eight component winner of the Healthy Schools Award. Several presentations by staff were given at state conferences this past year, including South Carolina International Reading Association Conference, Title I Reading Conference and the Summer Leadership Conference. As a result, teachers and principals from around the state have visited Independence to view the school and gain information about successful efforts in building a strong literacy program. Grants totaling more than \$20,000 have been received over the past four years to support the curriculum, build literacy and classroom libraries, and provide additional resources for special programs.

Each grade level was again responsible for a service-learning project, thus allowing students to give back to the community and focus on the needs of others. Several school-wide service-learning projects were completed as well. Extended day activities such as CCC lab, tutorial classes, and after-school activities increased student engagement. The School Improvement Council met monthly to monitor implementation of the school strategic plan and provide input on innovative improvements to the school. A newly landscaped courtyard, with a beautiful gazebo for outdoor reading and learning, was completed as a result of SIC effort and PTO support. A bench was purchased for the courtyard in memory of Thomas Patterson, a former student. The PTO sponsored many activities for students including a visit from Patricia Polacco, a nationally recognized children's author. Volunteers from the community logged in over 16,000 hours of donated time to the school.

Our focus for the coming year will be to maintain a standard of excellence through quality child-centered programs in a nurturing and caring environment.

Mary Chandler, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.